

A Study of Academic Achievement Between Rural and Urban Within High, Average and Low Achievers Students

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Abstract:

The objective of the study is to find out the differences between rural and urban within high, average and low achievers students. The present study reveals that there is no significant difference between rural and urban students within high and average achievers. But there is a significant difference between rural and urban students within low achievers.

Keywords: Achievement, Academic achievement, Rural, Urban, High achievers, Average achievers and Low achievers.

Introduction:

Achievement is the end-product of all educational endeavours. The main concern of all educational efforts is to see that the learners achieve. It has been a topic of considerable interest and research for a very long time. Hence educators give paramount credence to the academic attainment of the students. In this process of academic attainment, a large number of students lag behind leaving the parents and teachers with so much disappointment and queries as to where it went wrong.

So academic pursuits seem to emerge as the important and relevant aspect of life where people try to do their best over the others. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible that they even set up measures of academic achievement for their children without due consideration of their capacities and essential physical fitness. This desire for a high level of achievement puts a lot of insistence on students, teachers, schools and the educational system itself. In fact, it appears as if, the whole system of education revolves round the academic achievement of students, though various other outcomes are expected from the system. Thus a lot of time and effort of the school are used for helping students to achieve better in their scholastic endeavours.

The effectiveness of any educational institution is measured by the extent the pupils involved in the system achieve in cognitive, affective and psycho-motor domains. Therefore, academic achievement predictors generally consist of cognitive measures, pertaining to mental ability or intelligence and non-cognitive measures, especially personality traits which continue to support that both cognitive ability factors and certain personality traits consistently predict academic achievement. So, academic achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement cannot be ignored. To maximise the achievement of students

within a given set-up is the goal of every school. Research has come to our aid by looking into what variables like personal, home; college, teacher, etc. promote achievement or deter it. A good number of variables such as personality characteristics of the learner, the socio-economic status from which he hails, the organisational climate of the school etc influence achievement in different degrees.

Review of Related Literature

Educational research has examined rural/urban differences in academic achievement aboard and some of these studies are presented below:

McCormick (1932) found that the urban/rural background had no bearing on grades. Sander, Osborn and Green (1955) observed that urban students were found better than rural student. Nicholas and Davis (1961) have found that achievers tend to come from urban background than rural background¹.

Edington and Martellaro (1984)² revealed no gap between rural and urban students. Ward and Murray (1985)³ found that student in rural area performed as well as those in urban area. Monk and Haller (1986)⁴ found that students from rural area achieved as well as students from urban area. Edington and Khoehler (1987)⁵ reported that the rural students are achieving more inspire of greater obstacles. Young (1998)⁶ found that rural students were disadvantaged in terms of their achievement. Roscigno and Crowley (2001)⁷ reported that the academic performance of rural children typically lags behind that of urban children. Howley (2002)⁸ reported there is no difference between rural and urban education.

Educational research has examined rural/urban differences in academic achievement in India and some of these studies are:

Lalithama (1975)⁹ reported that the achievement of the pupils from urban area was better than the achievement of the rural area. Pandey (1981) has reported that urban atmosphere was more conducive to achievement than rural environment¹⁰. Mishra (1986)¹¹ reported that the achievement of the pupils

1. As quoted by Elizabeth: "A Study of Educational Aspiration, Self- Concept and Interest in Relation to Academic Achievement of Girls in the Secondary Schools of East Khasi Hills District in Meghalaya", *Unpublished Ph.D.Thesis*, NEHU, Shillong, 2000.
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3. A.P. Ward and L.W.Murray: "Factors Affecting Performance of New Mexico High School Students", Educational Research Association (*Eric Documentation Reproduction Service* No. 271), 1985, p 266.
4. D.H. Monk and B.J.Haller: "Organizational Alternatives for Small Rural Schools", Cornell: New York State College of Agriculture and Life Sciences at Cornell university, (*Eric Documentation Reproduction Service* No. 281), 1986, p 694.
5. E.D.Edington & L. Khoehler: "Rural Student Achievement: Elements for Consideration", New Mexico State University, (*Eric Documentation Reproduction Service* No. 289), 1987, p 658.
6. D.J. Young: "Rural and Urban Differences in Students' Achievement in Science and Mathematics: A Multilevel Analysis", *School Effectiveness and School Improvement*, Vol.9, No. 4, London, 1998, pp 386-418.
7. V. J Roscigno & J.L Crowley: "Rurality, Intuitional Disadvantage, and Achievement/Attainment", *Rural Sociology*, Vol. 66, Provo, Utah, 2001, pp 268-298.
8. C. Howley: "Research about Mathematics Achievement in Rural Circumstance", *Working Paper, No. 4*, Appalachian Collaborative Centre for the Study of Learning, Assessment and Instruction in Mathematics, Athens, Ohio University, Ohio, 2002.
9. M.B. Buch (ed.): *Second all India Educational Survey*, Centre of Advanced Study in Education, M.S. University, Baroda, 1979, p 349.
10. R.P. Pandey: "Academic Achievement as A Function of Neuroticism and Extroversion" *Indian Psychological Review* Vol.2 No.1, Agra, 1981, pp 45-49.
11. M.B. Buch (ed.): *Fourth All India Educational Survey*, NCERT, New Delhi, 1991, p 402.

from urban areas was better than the achievement of pupils from rural areas. Joshi (1988) found that there appeared to be a linear relationship between IQ and academic performance which held well for both rural and urban students¹².

Garg, Chaturvedi and Seema (1992)¹³ found that there appeared to be a linear relationship between IQ and academic performance which held good for both rural and urban students. Ganga (1993)¹⁴ and Nagaraju et al (2003)¹⁵ reported that the achievement of the pupils from urban areas was better than the achievement of pupils from rural areas.

Usha (2007)¹⁶ revealed that urban pupils were found superior to rural pupils in their achievement. Sangeeta and Surekha (2008)¹⁷ found that achievement of the pupils from urban areas were better than the achievement of pupils from rural areas. Pushpalata, Dhanda and Singh (2009)¹⁸ found that urban area surpassed children from rural area in intelligence. Shobhna Joshi and Rekha Srivastava (2009)¹⁹ reported that the achievement of the pupils from urban areas was better than the achievement of pupils from rural areas.

Statement of the Problem:

The present study is entitled as follows:

“A study of academic achievement between rural and urban within high, average and low achievers Students”.

Objectives of the Study:

The objective of the present study is:

To find out the difference between rural and urban within high, average and low achievers.

Hypothesis of the Study:

- 1. Research Hypothesis:** There is significant difference between rural and urban within high, average, and low achievers.
- 2. Null Hypothesis:** There is no significant difference between rural and urban within high, average, and low achievers.

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- ¹² Shobhna Joshi and Rekha Srivastava: “Self-esteem and Academic Achievement of Adolescents”, *Journal of the Indian Academy of Applied Psychology*, Vol. 35, Sp. Issue, Madras, October 2009, pp 33-39.
 - ¹³ *Fifth All India Educational Survey*, NCERT, New Delhi, 2000, p 1875.
 - ¹⁴ V.Y. Ganga: “Comparative Study of Intelligence of Urban and Rural”, *Indian Psychological Review*, Vol. 40, Agra, 1993, pp 7-9.
 - ¹⁵ M.T.V. Nagaraju, K. Sumalatha, V.G. Reddy: “Academic Achievement in Relation to Certain Facetors”, *The Educational Review*, Vol.46, No.2, Pondicherry, 2003, pp 46-50.
 - ¹⁶ P.Usha: “Emotional Adjustment and Family Acceptance of the Child, Correlates for Achievement” *Edutracks*, Vol.6, No.10, Hyderabad, June 2007, pp 25-27.
 - ¹⁷ S.S.Bamman and S.S. Ksheersagar: “Self Concept and Academic Achievement among Students”, *Indian Journal of Psychometry and Education*, Vol. 38, No.1, Patna, 2008, pp 57-59.
 - ¹⁸ Pushpalata, B. Dhanda and C.K. Singh: “Comparative Study of Intellectual Abilities of Rural and Urban Preschoolers”, *Indian Psychological Review*, Vol.72, No. 1, Agra, 2009, pp 45-48.
 - ¹⁹ Shobhna Joshi and Rekha Srivastava: “Self-esteem and Academic Achievement of Adolescents” *Journal of the Indian Academy of Applied Psychology*, Vol. 35, Sp. Issue, Madras, October 2009, pp 33-39.

Sample:

The sample for the present study consisted of 845 students studying in Class XI who were selected randomly by giving fair representation to all types of schools and Colleges. For selecting the sample of the students, first of all a random sample of 20 schools and Colleges were selected out of 57 Schools and Colleges. Then, from these schools and Colleges, the sample of 845 students was selected randomly.

Tools:

The marks obtained by the students in their previous examination (i.e.SSLC) conducted by Meghalaya Board of School Education were used as data for academic achievement.

Statistical Techniques:

Appropriate statistical techniques will be used for analysing the data.

Analysis and Interpretation of Data:

Difference between Rural and Urban within High, Average and Low Achievers:

To study the difference between rural and urban within high, average and low achievers, the following hypothesis was formulated.

“There is no significant difference between rural and urban within high, average and low achievers”.

To test this hypothesis, mean and standard deviation was calculated between rural and urban within high, average and low achievers and then the values of means differences (D), df and t-value were calculated. The Table 1 given below shows the t-values for testing the significance of difference between rural and urban within high, average and low achievers.

Table 1 Showing the Differences between Rural and Urban within High, Average and Low Achievers

Achievers		N	M	SD	Mean - Difference	df	t- value	Level of Significance
High	Urban	69	66.63	4.85	0.06	83	0.05	NS
	Rural	16	66.69	3.75				
Average	Urban	231	57.74	3.85	0.05	322	0.10	NS
	Rural	93	52.70	4.35				
Low	Urban	191	39.35	3.35	0.70	434	2.59	.01
	Rural	245	40.05	2.65				

The above table reveals that:

1. For the difference between urban and rural in high achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that locale (Urban / Rural) does not have any influence in making a person high achievers.
2. For the difference between urban and rural in average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that locale (Urban / Rural) does not have any influence in making a person average achievers.
3. For the difference between urban and rural in low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicate that locale (Urban / Rural) does have an

influence in making a person low achievers. This difference is in favour of rural students.

Findings and Conclusions

The present study reveals that there is no significant difference between rural and urban students within high and average achievers. But there is a significant difference between rural and urban students within low achievers. This shows that being rural and urban within high and average achievers does not play any role in influencing the pupil's achievement, while being rural and urban does make an influence in the achievement of low achievers.

The results was supported by Mc Cormick (1932), Singh (1976), Gang, Joshi (1988), Chaturvedi and Seema (1992), Singh and Dubey (1999), Sangeeta and Surekha (2008), Biren and Minita (2008), Pushpalata, Dhanda, Singh (2009) who found that there appeared to be a linear relationship between IQ and academic performance which held good for both rural and urban students. The present findings is also in agreement with Lalithama (1975), Verma (1975), Sarma and Bhargava (1980), Singh (1983) Deshpande (1984), Mishra (1986), Chakrabarti (1988), Ganga (1993), Roscigno, and Crowley (2001), Kelas Tambahan (2001), Prestasi Rendah (2001), Kualiti (2001), Nagaraju (2003), Sangeeta and Surekha (2008), Joshi and Srivastava (2009) when they reported that the achievement of the pupils from urban area was better than the achievement of the rural area.

Hence, we can conclude that being rural and urban within high and average achievers does not affect their academic pursuit. But being rural and urban students within low achievers do have an influence on academic achievement.

Educational Implications

It is also evident from the present study that being rural and urban within high and average achievers does not play any role in influencing the pupil's achievement, while being rural and urban does make an influence in the achievement of low achievers. The fact that the academic performance of the urban students is significantly lower than the rural students within low achievers indicates that urban low achievers need more educational attention.

It seems that the low achievers from urban area are not being given proper attention by parents at home and teachers in schools. There is a need to take extra care of low achievers from urban areas. Parents should concentrate on their studies at home and provide all the needed facilities to them like tuitions, help books, reference books etc. Teachers in school should arrange special classes, remedial teaching, provide adequate learning material and good library facilities for them. By making such arrangements, low achievers may certainly be helped. As a result, their academic performance is likely to be enhanced. The nature of this research has highlighted the need for society in general and its system of education in particular to take cognisance of the role played by the psycho-social variables viz, personality traits, intelligence level and socio-economic background in contributing to the academic achievement of the students. The findings and conclusions, educational implications and recommendations may go a long way to guide parents, teachers, school planners and school administration in designing the academic programmes of the school/college in order to enhance the academic achievement of the school children.

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